

THE DISTRICT OF COLUMBIA <SCHOOL NAME> REPORT CARD

Message from the State Superintendent

The federal No Child Left Behind (NCLB) Act requires all states, local education agencies (LEAs) and public schools to demonstrate adequate yearly progress on the state assessment and other indicators. Our report cards provide specific information to the public on the state's performance under the state accountability system. The Office of the State Superintendent of Education reports on accountability results across the District of Columbia. We report these results for the state as a whole, all LEAs and for each public school. There are multiple LEAs in the District, including the District of Columbia Public Schools, and the many independent Public Charter School LEAs. These report cards are an important way to measure and report our efforts as we encourage the highest achievement of every student in the District of Columbia.

The report cards are based upon the DC Comprehensive Assessment System (DC CAS), which measures student performance in reading, mathematics, composition and science. These tests reflect how well our students have mastered the knowledge and skills contained in the state's academic learning standards.

This school report card helps parents and the general public understand the areas where students in this school are succeeding – and where there is still room for growth and improvement. Educators can use this information to improve instruction, and families can identify ways to enrich their children's academic performance.

Sincerely,

Kerri Briggs, Ph.D.
State Superintendent of Education



Use this Report to:

- *Get a Profile of the Students and Schools in the school*
- *Understand the school's State Accountability Status*
- *Review Achievement Data for the school*
- *Review Teacher Quality Information for the school*

More Information about the District of Columbia's statewide accountability system is available online.

Visit www.osse.dc.gov to:

- Learn more about the DC CAS
- Learn more about the District of Columbia's Academic Learning Standards
- Or call the Office of the State Superintendent of Education at (202) 727-6436

The DC Office of the State Superintendent of Education is pleased to provide report cards on the educational performance of the state, local education agencies and individual schools. This report card presents information specifically for [INSERT NAME OF SCHOOL].

The following comprehensive data provides information about the number of students in this school, as well as demographic, school staffing and public funding information.

GENERAL INFORMATION

GRADES SERVED

PreK –12

STAFFING

Total Number of Teachers

Total Number of Administrators

SCHOOL STATUS

Current Year: Met AYP?

STUDENT DEMOGRAPHICS

Includes the racial/ethnic origin of all District of Columbia public school students, as well as data about language minority and economic status. Multiracial enrollment data are not yet collected statewide.

RACIAL/ETHNIC ORIGIN	#	%
African-American/Black	X	X
Asian or Pacific Islander	X	X
Hispanic	X	X
American Indian/Alaskan Native	X	X
White	X	X
GENDER		
Male	X	X
Female	X	X
ADDITIONAL SUBGROUPS		
Economically Disadvantaged	X	X
Limited English/Non-English Proficient	X	X
Students with Disabilities	X	X
Migrant	X	X

- Denotes enrollment of less than 10 students.

ENROLLMENT

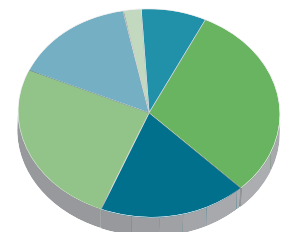
Includes the total audited enrollment in District of Columbia Public Schools (DCPS) and District of Columbia Public Charter Schools.

ENROLLMENT BY GRADE

Grade	#	%	Grade	#	%
PreK	X	X	Grade 6	X	X
Kindergarten	X	X	Grade 7	X	X
Grade 1	X	X	Grade 8	X	X
Grade 2	X	X	Grade 9	X	X
Grade 3	X	X	Grade 10	X	X
Grade 4	X	X	Grade 11	X	X
Grade 5	X	X	Grade 12	X	X

Total Enrollment Count*

* Total Enrollment includes Ungraded students.



The federal No Child Left Behind (NCLB) requires states to report on measures of student proficiency in Reading/Language Arts, Mathematics and a third indicator. NCLB requires disaggregation of this achievement data and an identification of the percentages of each sub-group's achievement at each benchmark level. AYP must also be met for an additional indicator - <"attendance rate for elementary and middle schools" OR <"graduation rate for high schools">.

	Mathematics									Reading/Language Arts									Additional Academic Indicators								
	% of students tested in the School			% Proficient and Advanced			Met AYP			% of students tested in the School			% Proficient and Advanced			Met AYP			Attendance Rate			Graduation Rate			Met AYP		
	Target: 95%			Targets: Gr 3-6: 55.2% Gr 7-10: 55.4%						Target: 95%			Targets: Gr 3-6: 60.5% Gr 7-10: 57.7%						Target: 90%			Target: 66%					
	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State	School	LEA	State
ALL STUDENTS																											

RACIAL/ETHNIC ORIGIN

African-American/Black

Asian or Pacific Islander

Hispanic

American Indian/Alaskan Native

White

ADDITIONAL SUBGROUPS

Economically Disadvantaged

Limited English/Non-English Proficient

Students with Disabilities

● Met federal benchmark

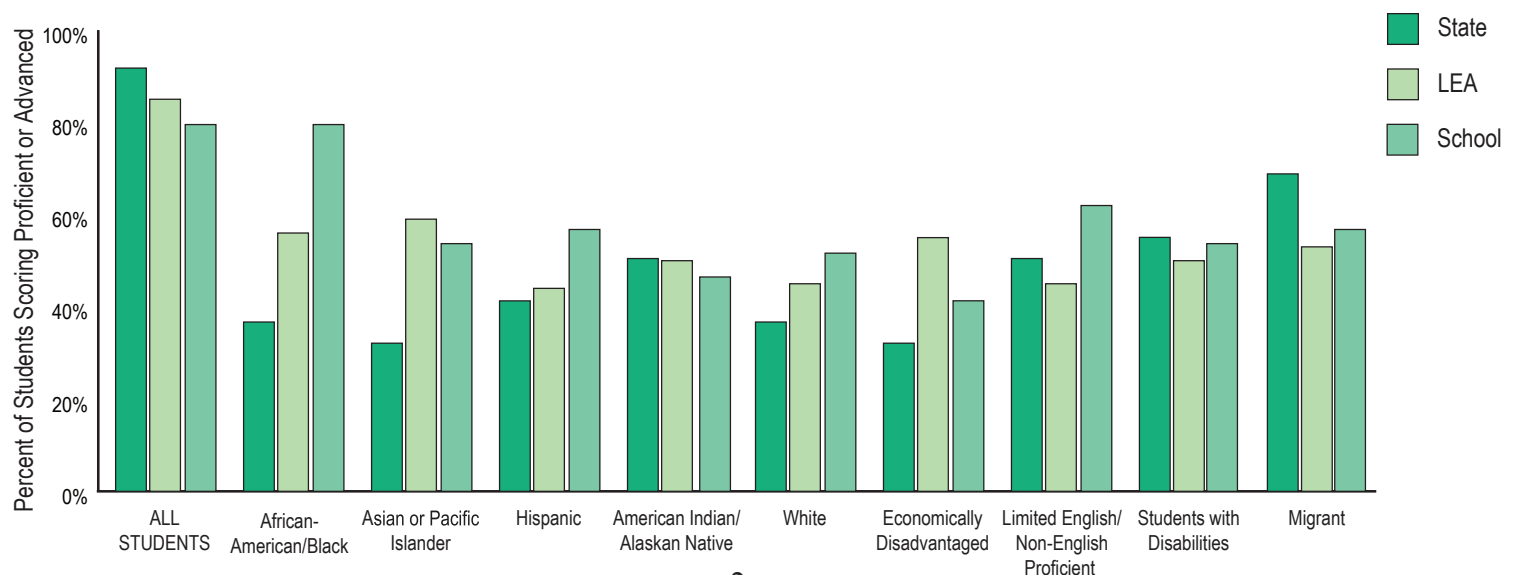
●^{SH} Met federal benchmark through Safe Harbor

✗ Did not meet federal benchmark

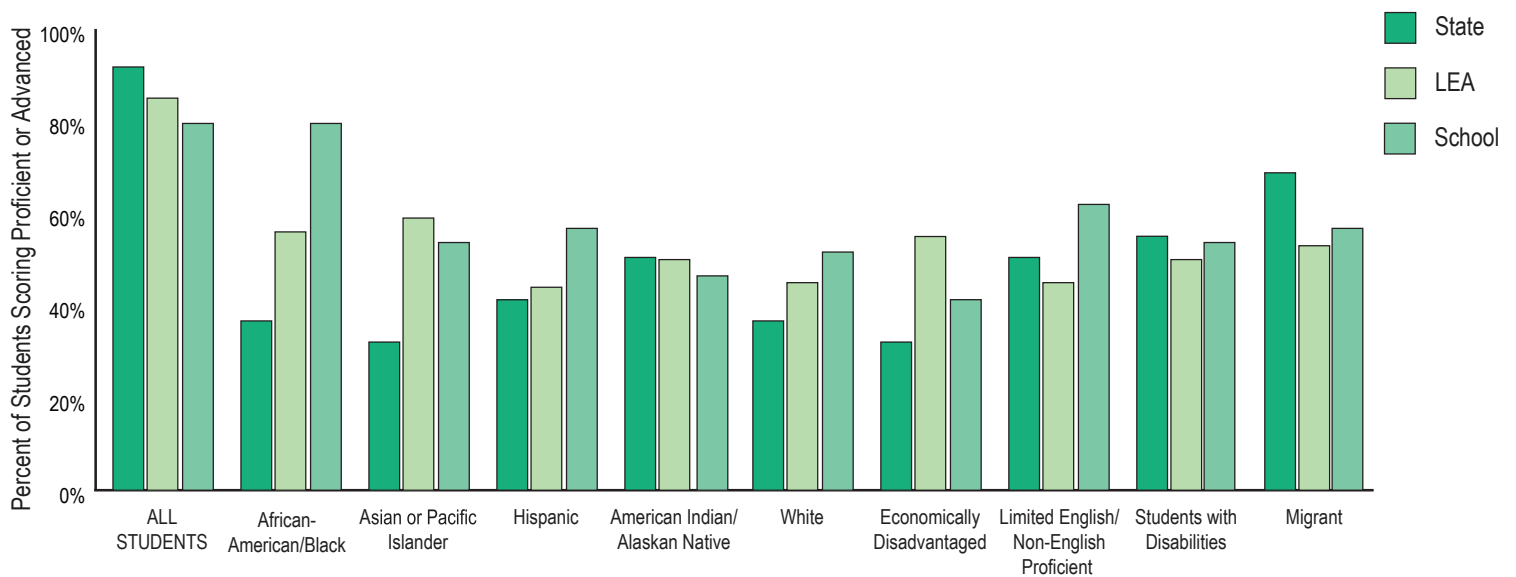
Gender and migrant status are not included in AYP calculation.

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

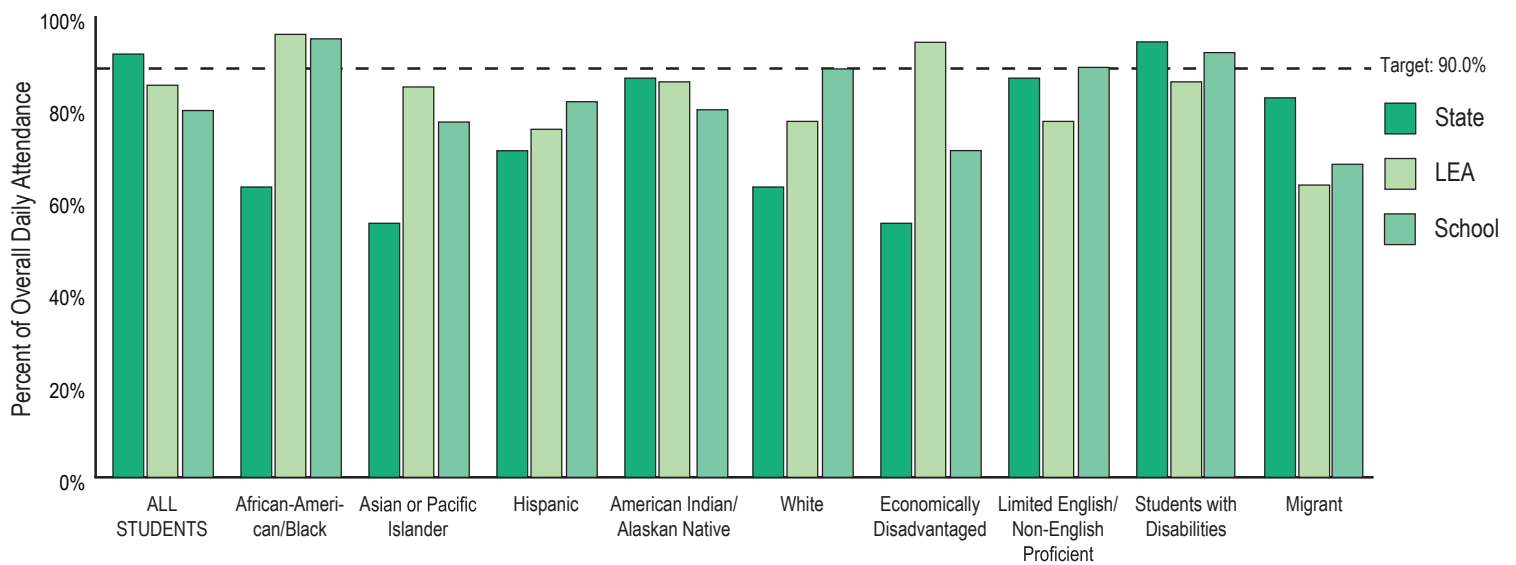
MATHEMATICS ACHIEVEMENT - % Proficient or Advanced



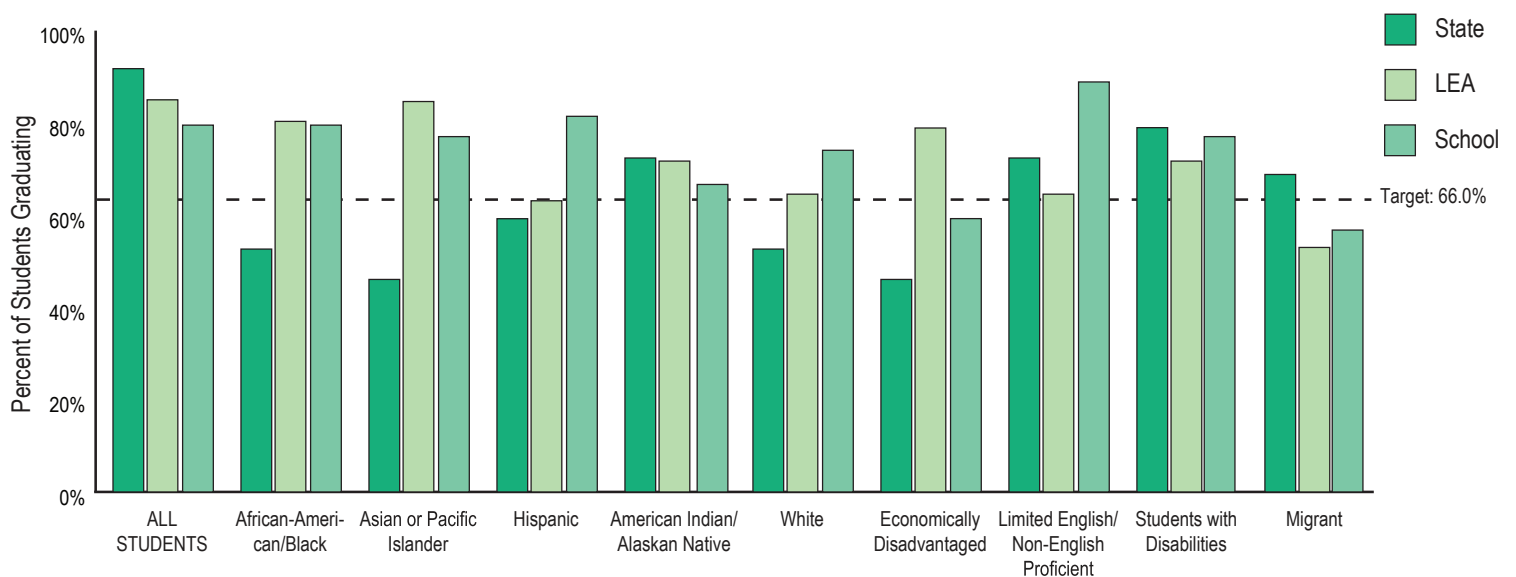
READING ACHIEVEMENT - % Proficient or Advanced



ATTENDANCE RATE



GRADUATION RATE



The state assessments in reading, mathematics, and science are aligned to the state content standards. Students with the most significant cognitive disabilities participate in an alternate portfolio assessment that is also aligned to the state content standards. The tables below include results from both the general and alternate assessments.

MATHEMATICS ACHIEVEMENT - GRADE 3

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

MATHEMATICS ACHIEVEMENT - GRADE 4

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

MATHEMATICS ACHIEVEMENT - GRADE 5

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

MATHEMATICS ACHIEVEMENT - GRADE 6

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

MATHEMATICS ACHIEVEMENT - GRADE 7

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

MATHEMATICS ACHIEVEMENT - GRADE 8

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

MATHEMATICS ACHIEVEMENT - GRADE 10

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

READING ACHIEVEMENT - GRADE 3

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

READING ACHIEVEMENT - GRADE 4

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

READING ACHIEVEMENT - GRADE 5

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

READING ACHIEVEMENT - GRADE 6

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

READING ACHIEVEMENT - GRADE 7

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

READING ACHIEVEMENT - GRADE 8

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

READING ACHIEVEMENT - GRADE 10

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

SCIENCE ACHIEVEMENT - GRADE 5

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

SCIENCE ACHIEVEMENT - GRADE 8

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

BIOLOGY ACHIEVEMENT - "BANKED" AT GRADE 11

	2009					2008				
	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Tested	% Below Basic	% Basic	% Proficient	% Advanced
ALL STUDENTS										
RACIAL/ETHNIC ORIGIN										
African-American/Black										
Asian or Pacific Islander										
Hispanic										
American Indian/Alaskan Native										
White										
GENDER										
Female										
Male										
ADDITIONAL SUBGROUPS										
Economically Disadvantaged										
Limited English/Non-English Proficient										
Students with Disabilities										
Migrant										

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

"Banking" Biology Results: In 2008-2009, Biology results were "banked" at grade 10. Because students take Biology at different grade levels, they also take the Biology test at different times. Banking means that the results from different years are combined and reported for all students at a particular grade. In some cases, the 10th grade students took the test this year in grade 10; in other cases, the students may have taken the course and test when they were in grade 9. For 2008-2009, these results were combined for the current 10th graders. In 2009-2010, cumulative results will be reported for students enrolled in grade 11. This new approach will not be fully implemented until School Year (SY) 2010-2011.

Science is not included in AYP determinations. However, states are required to report the results of science testing at three grade levels. In the District of Columbia, science tests are administered at grades 5 and 8 and to students enrolled in an approved Biology course. All secondary students must take the Biology test at least once during grades 9-12.

2007-2008 Biology Participation Rate - Because the Biology was administered for the first time in 2007-2008 and students take Biology at different grade levels, not all students enrolled in grades 9 and 10 participated in the test last year. (Students only participated if they were enrolled in an approved Biology course). As a result, the participation rates in 2007-2008 were unusually low. To adjust, the proficiency data only includes those students who participated in the test. In future years, using the "banking" model, all secondary students will be required to take the Biology test at least once prior to graduation and the results will be reported for students at grade 12.

The District of Columbia reports additional achievement indicators. Attendance rate calculations are required for elementary and junior high schools. Graduation rate calculations are required for high schools. Dropout and truancy rates also are presented and provide important indicators of the success of a school, district, and the state.

ATTENDANCE AND GRADUATION RATES

	2009	2008	State Goal
ATTENDANCE RATE (%)			
Female			
Male			
All Students			
GRADUATION RATE (%)			
Female			
Male			
All Students			

TRUANCY AND DROPOUT RATES

	2009	2008
TRUANCY RATE (%)		
Female		
Male		
All Students		
DROP OUT RATE (%)		
Female		
Male		
All Students		

- Attendance is a required NCLB indicator for DC elementary, middle, and junior high schools. The NCLB target for attendance is 90%. Schools, districts, and the state can also satisfy this requirement by achieving a one percentage point gain each year.
- The graduation rate is a required NCLB indicator for senior high schools. The NCLB target is 66%. Schools, districts, and the state can also satisfy this requirement by achieving a one percentage point gain each year. As a result of a change in USDE regulations, the District of Columbia has begun to collect data needed to calculate the graduate rate using a new student cohort method. Complete four year data using the new method will be publicly reported for the first time for the class of 2010-2011.
- A truant is defined as a student who has at least 15 unexcused absences in a school year. The truancy rate shown here represents the percent of students enrolled in a school who had 15 or more unexcused absences.
- DC follows the federal definition of “drop out”, as a student who:
 - Was enrolled in a DC school at some time during the previous school year; and
 - Was not enrolled at the beginning of the current school year; and
 - Was not temporarily absent due to suspension or school-approved illness; and
 - Did not transfer to another school district, private school, or state- or district- approved education program, die, or emigrate; and
 - Has not graduated from high school or completed a state- or district- approved education program.
- Truancy and Drop-Out rates are not incorporated into AYP determinations, and therefore, do not have associated State Goals.

The DC CAS Composition tests are taken by all students in grades 4, 7, and 10. While the Composition tests are not part of the federal requirement, they are an important part of a state assessment system.

The DC CAS Composition test has two components: Topic Development and Language Conventions. For Topic Development, student writing is evaluated for clarity of focus, development of ideas, appropriate organization, and effective use of language. For Language Conventions, sentence structure, grammar, and use of conventions are evaluated.

At grade 4, each student is directed to write a story, or personal narrative, about a particular experience or situation. At grade 7, each student is directed to write an explanatory essay about a given topic or issue. At grade 10, each student is presented a quotation and question to consider and then directed to write a persuasive essay in which he/she takes a stand on a given issue or theme relative to the quotation and question.

**DC CAS COMPOSITION (TOPIC DEVELOPMENT)
PERCENTAGE OF STUDENTS AT EACH SCORE POINT**

	2009						2008					
	1	2	3	4	5	6	1	2	3	4	5	6

Grade 4

Grade 7

Grade 10

**DC CAS COMPOSITION (LANGUAGE CONVENTION)
PERCENTAGE OF STUDENTS AT EACH SCORE POINT**

	2009				2008			
	1	2	3	4	1	2	3	4

Grade 4

Grade 7

Grade 10

- Denotes that less than 40 students are included in the group for participation or less than 25 are in the group for academic achievement.

Topic Development

6 = Rich development of ideas and topic

5 = Full development of ideas and topic

4 = Moderate development of ideas and topic

3 = Rudimentary development of ideas and topic

2 = Limited development of ideas and topic

1 = Weak development of ideas and topic

Language Conventions

4 = Good control of sentence structure, grammar, usage and mechanics

3 = Few errors relative to the complexity and length of the essay and complexity of sentence structure, grammar, usage and mechanics

2 = Too many errors relative to the complexity and length of the essay and complexity of sentence structure, grammar, usage and mechanics

1 = Little control of sentence structure, grammar, usage and mechanics

The No Child Left Behind Act (NCLB) requires all K-12 public school teachers of core academic subjects to meet “highly qualified teacher” (HQT) requirements. Core academic subjects include: reading/english language arts, mathematics, science, social studies (e.g. history, economics, geography, and civics and government), foreign languages, art, music, and elementary education (grades K-6 only).

HIGHLY QUALIFIED TEACHER (HQT) INFORMATION

	Total Core Classes	# and % Taught by HQT	# and % Not Taught by HQT
School Total			
LEA Total			
State Total			

Highly Qualified Teachers have a bachelor’s degree, full state license (certification), and have demonstrated content knowledge consistent with the requirements of NCLB for elementary and secondary core subject area teachers. Teachers in public charter schools are exempt from the state certification requirement.

TEACHER LICENSURE INFORMATION

	# and % Required Licensure*	# and % Full Licensure*	# and % with No Valid License*
School Total			
LEA Total			
State Total			

PRINCIPAL LICENSURE INFORMATION

	# and % Required Licensure*	# and % Full Licensure*	# and % with No Valid License*
School Total			
LEA Total			
State Total			

* These figures only include District of Columbia Public School employees as DCPS is the only district mandated by state law to have licensed teachers.